

Executive Summary

**Prepared for Board of Trustees Meeting
December 8, 2009
TELPAS Report**

Board Goal: II. Teaching & Learning... In pursuit of excellence the district will

- a. Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all students
- f. Advocate and practice true accountability based on measurement of individual student progress over time regardless of external mandates

Purpose of Report

The purpose of this report is to provide the results of the spring 2009 Texas English Language Proficiency Assessment System (TELPAS) that will be used in the Annual Measurable Achievement Objectives (AMAOs) accountability measures required by the No Child Left Behind Act of 2001 (NCLB) for English Language Learners (ELLs). The TELPAS report integrates the results of the TELPAS reading test in English and TELPAS listening, speaking and writing assessments into a single set of reports. The TELPAS reading results will also be used in NCLB Adequate Yearly Progress (AYP) measures for recent immigrant LEP students who are exempt from other state reading assessments.

Objectives

- The district's goal is to meet the AMAOs for progress and attainment of the English language in the TELPAS Composite Ratings results.
- The English Language Learners (ELLs) need to progress one English language proficiency level a year in the TELPAS composite rating in the four language domains (listening, speaking, reading, and writing) in order to meet the AMAOs for progress.
- The four English language proficiency levels in the TELPAS Composite Ratings are beginning, intermediate, advanced, and advanced high. ELLs will need to meet or surpass the state standards at the advanced high language proficiency rating, by their fourth year of U.S. school enrollment, in order to meet the AMAOs for attainment.

Results

District Met Accountability Measure on the AMAOs for English Progress & Attainment and AYP

This year the AMAO LEP progress for K-2 and 3-12 was met. For LEP student progress grades K-2, the AMAO standard was 21%. The district score was 65%. For grades 3-12, the AMAO standard was 48% and the district reached 73%.

Of the ELLs in K-2, 14.2% attained the Advanced High Rating and achieved 10.7% higher than the state under the AMAOs indicator. For the AMAO LEP attainment of Advanced High Rating in grades 3 – 12, our students performed 32% higher than the state under Method 1 and 18% higher under Method 2. (See attachment 1)

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TELPAS Composite Rating at Advanced and Advanced High Proficiency Levels

The Composite Rating is weighted at 80% in TELPAS reading, 5% in TELPAS listening, 5% in TELPAS speaking and 10% in TELPAS writing. Grade 1-12 were at or above the state average. (See attachment 2a).

In the TELPAS Composite Rating in the Four Language Domains of ELLs with four years in the U.S. schools, the number of students who were matched by TEA shows a range from 60% to 100% of students in grades 3rd-12th grade scoring an Advanced or Advanced High rating. We are above the state level in every grade with the exception of 6, 9 and 11. Eleventh grade was only 1% below the state. (See attachment 2b).

Advanced and Advanced High Rating on the TELPAS Reading

On the TELPAS reading, the percent of students scoring at Advanced and Advanced High was at or above the state average at all grade levels. TELPAS reading data shows a range of 58% to 97% grades 2-12. (See attachment 3).

TELPAS Ratings in the Listening & Speaking Domains

All ELLs are rated by their teachers in the domains of listening and speaking using the TELPAS assessment. For the speaking domain at the advanced level grades 1, 4-10 and 12 were above the state level. At the advanced high level grades 2-4, and 8-12 were at or above the state level in the speaking domain. In the listening domain at the advanced level grades 1, 2, 4-10, and 12 were at or above the state average. In the advanced high rating grades 1, 3-5 and 8-12 were at or above the state average in the listening domain (See attachment 4).

Overall, the district scores for the TELPAS are above or at the state average (see highlighted scores on each table).

Attachments:

Attachment 1

ELLs Met the AMAOs for Attainment of the English in the TELPAS Composite Rating Results-Graphic Illustrations of the Performance Indicators from the NCLB Bilingual/ESL Results Compared to the % State Standards, 2009

Attachment 2a

TELPAS Composite Ratings for ELLs at Advanced and Advanced High Proficiency Levels, 2009

Attachment 2b

TELPAS Composite Rating in the Four Language Domains of ELLs with *Four Years in U.S. Schools*, 2009

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Attachment 3

ELLs Scoring at Advanced and Advanced High on the TELPAS reading, 2009

Attachment 4

Texas English Language Proficiency Assessment System

Comparison of ELLs in Denton ISD and Statewide, Spring 2009

TELPAS speaking and TELPAS listening